**Wiki Assignment #5**: Annotate and cite five more articles and post to

Saphier, J., & Gower, R. *The Skillful Teacher: Building your teaching skills* (5th ed. pp 293-342)Carlise, Ma*.*

Saphier and Gower have observed both the verbal and nonverbal messages that teacher have put forth, and their impact on lower performing students. They also describe four different types of expectations that teachers have for student performance. The four are: Quantity and Quality of work, Work and study habits, and items not direct associated with academics and how the students should interact with each other. They finally offer seven qualities for the proper expression of their expectations for the students.

Jussim, Lee &Harber, Kent. (2005). Teacher Expectations and Self-Fulfilling Prophecies: Knowns and Unknowns, Resolved and Unresolved Controversies. *Personality & Social Psychology Review (Lawrence Erlbaum Associates); Vol. 9* Issue 2, p131-155,

This article shows that 35 years of empirical research on teacher expectations justifies the following conclusions: (a) Self-fulfilling prophecies in the classroom do occur, but these effects are typically small, they do not accumulate greatly across perceivers or over time, and they may be more likely to dissipate than accumulate; (b) powerful self-fulfilling prophecies may selectively occur among students from stigmatized social groups; (c) whether self-fulfilling prophecies affect intelligence, and whether they in general do more harm than good, remains unclear, and (d) teacher expectations may predict student outcomes more because these expectations are accurate than because they are self-fulfilling. Implications for future research, the role of self-fulfilling prophecies in social problems, and perspectives emphasizing the power of erroneous beliefs to create social reality are discussed. [ABSTRACT FROM AUTHOR]

Clifton,R.A. (1981) Ethnicity, Teacher Expectations, and the Academic achievement Process in Canada. *Sociology of Education 54* p 291-301.

Studies the effects of numerous variables amongst them would be teacher expectations on the academic success of foreign speaking students in a province in Canada.

Findley,M. & Good,T. (1982) Relations between Student Achievement and Various Indexes of Teacher Expectations. *Journal of Educational Psychology 74* p 577-590.

Findley and Good examined teacher expectations on sixth grade student reading achievement. The study consisted of thirteen sixth grade classes and their teachers and how achievement levels were affected by teacher expectations.

Crohn,L. (1983) . Toward Excellence: Student and Teacher Behaviors as Predictors of School Success. Research Summary report. Northwest Regional Educational Labotatory. Portland, OR. (Ed 242-704)

There are multiple research summarizations and suggestions to the effects of teacher and student attitudes on achievement. Research is also put forth to suggest that expectations are many times unrelated to student abilities and achievements.